DOCUMENT RESUME

ED 112 316 CG 010 089

AUTHOR Carl, Janet A.
TITLE A Student Development Model at a Liberal Arts College.
PUB DATE 14 Jan 74
NOTE 10p.; Paper presented at the Annual Convention of the American College Personnel Association (50th, Atlanta, Georgia, March 5-8, 1975)

EDRS PRICE MF-$0.76 HC-$1.58 Plus Postage
DESCRIPTORS *Cooperative Planning; Counseling Programs; *Higher Education; Models; Program Descriptions; *Student Development; *Student Personnel Programs

ABSTRACT

The author maintains that student personnel work must give up its isolated position in the college community and begin to integrate with other departments. This paper presents the author's Three-Year Program for student development with a detailed account of programming for Year I. It includes such topics as campus life-career education and development; internship and employment opportunities; minority affairs; staff cohesiveness and development; and the role of women in today's and tomorrow's society. (Author/HMV)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED112316

A Student Development Model at a Liberal Arts College

Janet A. Carl

January 24, 1974

BACKGROUND

Student personnel services developed historically in response to the need of over-seeing and managing students; a burden too heavy for teaching faculty to assume. Awareness of the growth in understanding human development and in psychological testing resulted in increased possibilities and responsibilities for helping students with problems, maturation and planning.

However, most often the individual(s) assigned to handle these new responsibilities was the same one who already was responsible for discipline, residence proctoring, and behavior management. Development and discipline make odd bed-fellows and hindered the growth of a logical philosophy as the basis of student personnel services.

John Prior analyses the dilemma in the following way:

> Lacking a philosophy, student personnel workers have steadfastly tried to create one, not recognizing that it is impossible as student personnel work now stands. It is impossible because the field embraces elements sufficiently different in nature that they cannot be enunciated in a single statement of purpose both intelligible and acceptable to the several audiences it must satisfy.[1]

Prior develops the above statement by noting the various perceptions different segments of the academic community have of student personnel services.

> College students have two conflicting views of student personnel work—especially the office of the dean of students. Student personnel is where you get information and help for all kinds of problems, and student personnel is where all the regulations, controls, and discipline come from. The classroom faculty sees student personnel services, if it sees it at all, as an assortment of psychological mechanics who should be able to make instant adjustments on students who do not meet the teacher's expectation of what a college student should be like, both in and out of the classroom.
>
> . . . The [president] expects student personnel to be able to control and order the behavior of all students so that they will not be a problem to him. The various administrative officers consider student personnel responsible for the good manners and docility of students in such matters as registering, paying bills, returning library books, eating meals, and caring for college property. And student personnel workers, for the most

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED 010 079

---

[1] John J. Prior, "The Re-org. of Student Personnel Services: Facing Reality", Journal of College Student Personnel, May 1973, p.202.

part, see themselves as educators and counselors who are almost completely frustrated in these tasks because they are constantly pressed to meet all others' expectations of what they should be doing.[2]

The result of the predicament in which student personnel services has found itself is a feeling of inadequacy and impotence. Almost since its inception, student personnel people have directed most of their energies towards being recognized as professionals. Perceiving themselves (and, all too often, being perceived by others) as "second-class citizens" on the college campus—certainly not "legitimate" educators—student personnel workers have behaviorally acted as second-class citizens. Rather than assuming an innovative, environment oriented stance, student personnel services has attempted to meet everyone's expectations in the hope of becoming "recognized".

Student personnel journals abound in rhetoric dealing with this problem. The main thrust seems to be "get off the defensive and onto the offensive". Unfortunately, student personnel still seems hung-up on provincial professionalism and generally has found it difficult, if not impossible, to get off the defensive psychologically, even though in terms of organization and planning they may assume "the offensive" (true of late '60's). This orientation is still prevalent; in a time when even the counseling "profession" is questionning its stance as a "profession" and beginning to recognize counseling abilities in para-professionals and even in students.[3]

The major problem is how to move psychologically and behaviorally to a position which allows student personnel to contribute by improving, changing, or redirecting the environment of campus life and campus development.

There is a way in which student personnel can assume this effective position. It requires that student personnel give up its "isolated" position in the college community and begin immediately to integrate into the college community. This can best be done in a college which has developed and articulated its own direction, goals, and philosophy.

Student personnel services at Hood can contribute in a significant way through educating and helping students develop in those areas which traditional-teaching faculty are unwilling to become involved. In the broadest sense, this means educating Hood students for Life - or "Reality 101". Broken down, and directed by Hood's philosophy, goals and objectives, this means an active involvement in career education, educating women (self-image) to meet the demands and possibilities in today's society, developing opportunities to lead as well as to serve, and developing skills of interaction

---

[2] Ibid.

[3] Thomas Magoon, "Outlook in Higher Education: Changing Functions" in Personnel and Guidance Journal, Nov., 1973, p.176-177 and K. Patricia Cross, "Student Personnel Work As A Profession" in Journal of College Student Personnel, January, 1973, p. 78.

and communication. Given today's society, these are not only "legitimate" educational goals, but necessary goals. In fact, some suggest that "the time is ripe to offer credit courses on personal development".[4] Without a doubt, student personnel at Hood can assume the position of being 'primary educators involved in . . . new developments in higher education".[5]

In response to the demand, both external and internal, made on student personnel services to "get it together", and in line with the general orientation described above, we the Student Services Committee propose the following program for Student Development at Hood.

"ROUTINE" Functions of Student Development

There exists in every office "routine" functions which are carried out every year and are considered to be a "necessary" part of that office. Within Student Development, these necessary functions are designed to meet specific needs of students. These functions include the following:

1. Assistance in Organizing (Student Activities)
2. Career Information and Guidance
3. Concise Statement of College Expectations of Students
4. Cultural, Social Activities
5. Financial Aid
6. Food
7. Health
8. Judicial Structure and Government
9. Means of Attaining "News" - Communication
10. Orientation Information
11. Physical Activities
12. Physical Facilities for Socializing and Recreation
13. Physical Housing Provisions
14. Placement Services
15. Religious Life
16. Space For Student Organization Offices

THREE YEAR PROGRAM PLANNING

In addition to the routine functioning of the Student Development Office, there are areas which may receive special attention in terms of structured programming. These are areas which may be considered priority areas in relation to the needs of Hood students within the framework of the college philosophy, goals and objectives.

---

[4]K. Patricia Cross, Ibid, p. 80.

[5]Prior, "The Re-Organization of Student Personnel Services: Facing Reality", p. 205.

In this content, the Student Services Committee has developed the following "Three-Year Program" for Student Development:

ACADEMIC YEAR 1974-1975 - YEAR I

Campus Life
Career Education and Development
Internship and Employment Opportunities
Minority Affairs
Staff Cohesiveness/Growth and Development
Support in Defining Role of Women In Today's and Tomorrow's Society

ACADEMIC YEAR 1975-1976 - YEAR II

Closer Relationship With Students
Community Involvement
Health Management
Interaction With Area Colleges
Orientation
Practical Aspects of Living
Staff Growth - Conference Held At Hood

ACADEMIC YEAR 1976-1977 - YEAR III

Cultural, Social, Intellectual Program
Evaluation of Dormitory Facilities On-Campus
Graduate Student Integration In Campus Life
Off-Campus Housing

It is important to note that work in the various areas will probably continue in an unstructured manner all three years (students will probably receive some health management training in YEAR I under the Woman's Program, for example). However, in terms of a structured program, the above indicates what we consider to be priorities and the time-table in which we see them developing.

PROGRAMMING - YEAR 1

While we have not developed the programming in any great detail for YEARS II and III, what follows is a detailed account of programming for YEAR I.

CAMPUS LIFE

Campus Life is a rather broad term which includes housing, the administration of that housing, nonresident students, activities, and governance.

A. Student Resident Adviser Program

1. Expand to include not only 2 per dormitory, but one for nonresident students.
2. Reassessment and broadening of job description.
3. Training course (credit) offered year prior to actual assignment.
4. Establish position of Student Administrative Assistant to co-ordinate residence program under supervision of Student Development Staff.

B. Dormitory Programming (aim to create an atmosphere which enhances academic as well as social learning and allows for growth of the individual in areas of responsibility, initiative, decision-making, interaction with other individuals and groups.)

1. Work with house councils as instruments for implementing dorm programming.
2. Student Development Staff function as stimulus in suggesting ideas for programming in areas of learning, living, and recreation/entertainment.

C. Nonresident Student Programming (same as dorm programming)

1. Expand and relocate day student facilities to Student Development Center.
2. Offer college housing for male students, i.e. rent college houses.
3. Work with officers to implement programming.
4. Student Development Staff function as stimulus in suggesting ideas for programming in areas of learning, living, and recreation/entertainment.
5. Greater awareness in scheduling of events.

D. Governance and Activities

1. Establish closer ties and better co-ordination between organizations.
2. Team-building workshop.
3. Leadership-training workshops.
4. Communication skills workshops.
5. Encourage students to take over responsibility for all of their publications.
6. Student Development Staff publish brochure dealing with information and college expectations of students.
7. Locate student organization offices in Student Development Center.

CAREER EDUCATION AND DEVELOPMENT

A. Establish Reference Library

B. Provide Testing

C. Placement Services (credentials and recruitment)

D. Self-Awareness Seminar (2 credit course open to all but directed primarily towards sophomores)
   1. Career awareness
   2. Choice of major
   3. Vocational test interpretation
   4. Women's awareness
   5. Reading and study skills
   6. Personal growth (heavily experiential - racism, sexuality, communication skills)

E. Career planning course (2 credit course open to all but directed primarily towards juniors)
   1. Assessment of interests and abilities
   2. Job finding skills
   3. Concept of career ladder
   4. Long-term career goals
   5. Multiple careers
   6. Graduate schools, Continuing Education

F. Alumnae Involvement
   1. Career program during Alumnae College
   2. Student internships during holiday breaks with Career Alumnae
   3. Alumnae brought to campus as consultants (career nights)

G. Special Programs
   1. Career awareness workshop
   2. Career Panel highlighting non-traditional roles
   3. Job-finding seminar
   4. Faculty seminars directed towards informing faculty of career possibilities and job market as well as dealing with women in society
   5. Admissions Counselors Interchange directed towards career possibilities and job market as well as dealing with women in society.

H. Student Development Staff publish booklet describing majors offered at Hood and job possibilities derived from the various majors.

INTERNSHIPS AND EMPLOYMENT

A. Create internships and employment opportunities in Student Development
   1. Two internships 15 hours a week for 30 weeks.
   2. One Student Administrative Assistant for 15 hours a week for 45 weeks (perhaps more than 15 hours during summer).

B. Student Resident Adviser Program

C. Encourage faculty to create new positions and internships in departments.

D. Encourage staff to create new positions and internships in departments.

E. Student Employment During Summer On-Campus.

F. Student Management Opportunities
   1. Bookstore - Students take over management of Bookstore under supervision of Student Development Staff and Business Management Program.
   2. Snack Bar - Students take over management of Snack Bar under supervision of Student Development Staff and Business Management Program.

G. Working with Board of Associates and Board of Trustees, develop internship/employment opportunities for students in local/non-local businesses.

H. Participation in Federal College Work-Study Program

MINORITY AFFAIRS

A. Student Development Staff function as facilitators in bringing Admissions Office and Hood minority students together.
   1. Use Hood minority students to talk to high school guidance counselors.
   2. Use Hood minority students to talk with every minority prospective student.

B. Student Development Staff budget money for Black Reference Library in Student Development Center.

C. Student Development Staff budget money for two events to be programmed by minority students.

D. Student Development Staff budget money for consultant/adviser to minority students.

E. Student Development Staff budget money for furnishings for physical facility in Student Development Center.

In dealing with minority students, the Committee on Student Services feels that it can hardly assess accurately the needs of minority students on the Hood campus. The Committee is, however, sensitive to the great need to direct its energies, backed up financially, towards the concerns of these students. The Committee strongly feels that without a budget, it can do little to respond to minority needs.

It is important to recognize that energy directed towards meeting the needs of minority students in fact is energy directed towards meeting the needs of all students. Hood students live in an exceedingly homogeneous community. In order to prepare our students to meet the demands of a wider society, we must expose them to diverse backgrounds and life-styles.

STAFF COHESIVENESS - GROWTH AND DEVELOPMENT

In dealing with staff cohesiveness among the various traditional offices under Student Services, one comes upon a major problem. That problem might best be defined as one of "territoriality". In a profession which has been beseiged with question of accountability, there is a tendency for each office to attempt to justify its own existence—in many cases, it proves to be better not to become too closely identified with student personnel services as a unit.

Further, as student personnel service accountability traditionally has been tied to students in a vague sort of way, there is a tendency among student personnel to become territorial regarding students.

As most student personnel people tend to demonstrate abilities beyond their limiting "job description" there is a fear of encroachment and yet also a desire to encroach upon. Defensiveness is a key aspect of many student personnel people.

This state of affairs hardly speaks well of student personnel services. Communication among student service offices at Hood has been sorely lacking made almost non-existent through a general mistrust of each other. The general lack of a unified direction and purpose has contributed to this unfortunate situation.

However, we feel that an effective mode of management can be established which can result in a unified group of student development specialists all directing their energies towards student development.

This mode of management necessarily calls for:

1. One single budget for Student Development
2. One physical facility housing the entire Student Development Staff
3. Strong, centralized leadership
4. In-service training
5. Less proliferation of administration
6. Individual titles be dropped (with exception of leadership position) and all staff be considered as Student Development Specialists.

All of the above are directed towards building a team approach to management. The model would involve team planning of programs and team implementation of programs. Most likely individuals would develop particular interest areas and assume expertise within certain areas. It would finally rest upon the leadership to assure that certain areas are not neglected, either through individual or team assignment.

The Committee is certainly aware of the problems which could result from this concept of management. Obviously the "routine" functions of various areas (financial aid, placement, housing, etc.) would have to continue and areas of responsibility defined. However, the limitations of specific job descriptions would be discarded by promoting and encouraging interests and abilities to develop in the various areas.

Many "routine" functions now in the various offices and carried out by student service personnel could be assumed by students (scheduling calendar events, keeping track of rooming, etc.) and by present secretarial staff (evaluation of Parents' Confidential Statements). Released from some of the demands of bureaucratic red-tape (often a characteristic attributed to student personnel services) Student Development Specialists could get into areas of programming formerly ignored.

The Committee, while sensitive to the problems of implementing this kind of open management and while voicing concerns regarding it, yet feels strongly that the positive aspects to this kind of structure far out-weigh the negative. While continuous evaluation is recognized as necessary the Committee recommends strongly the implementation of this model for 1974-1975.